community giving detailed proposals in relation to it, I shall be happy to go into the matter with him and, in so far as it is possible, endeavour to meet the wishes of your community in the matter.

The other points you mentioned will receive due consideration.

The Assembly adjourned for lunch at 1-35 P. M. and re-assembled at 2-20 P. M.

78. Muslim Education.

MR. PIR MUHAMMAD MUNAVARI MUHAMMAD ISMAIL MUNAVARI (*Member, Nominated*) said that the Muslims formed one of the three main communities in the State, *viz.*, the Hindu, the Muslim and the Christian and that therefore their claims should be considered from the point of view of the aggregate Muslim population in the State and not in comparison with the sub-divisions of the other two communities such as the Brahmins, the Nairs, the Ezhavas, the Catholics or the Protestants. The Muslim community was in a pitiable plight, having failed to adapt itself to the changed circumstances of the times. Without extraneous aid, therefore, both from the Government and the other communities, it could not aspire to keep pace with them in the onward march of progress. It was backward in point of education in spite of the several concessions granted by the Government. Out of a total population of 270,978, the illiterate numbered 235,978. The highest percentage of illiteracy and therefore of dependence on others obtained among the Muslims. They were also the poorest. Its salvation lay therefore in the hands of the Government and the member made the following suggestions for the uplift of the Muslim community :—

(1) Whenever candidates were selected for foreign scholarships, preference should be given to Muslims. There were instances where the claims of qualified Muslims had been ignored.

(2) The number and value of the scholarships to Muslim pupils in schools and colleges should be enhanced and the poor and deserving among them only selected as beneficiaries.

(3) All Muslim girls in the Vernacular Middle School classes should be awarded scholarships as in English Schools.

(4) The study of *Urdu* or Hindustani should be encouraged just as any other of the vernaculars, especially for the sake of the Dakni Muslim pupils. To avoid additional expenditure involved in teaching a new language, those possessing a knowledge of Hindustani also should alone be appointed as Arabic *munshis*, and Hindustani should be a compulsory subject for the Arabic Munshi Test. Such *munshis* should be appointed in all departmental schools. Although there might not at first be sufficient demand for the introduction of the language, the Government should make provision for it, in consideration of its importance. It was only after provision was made for it that students would be forthcoming. The dearth of pupils already felt in the Hindustani School, Cantonment, Trivandrum, was due to the fact that they had no chance of continuing their studies in the High School classes. As a preliminary step, the standard of the Cantonment school should be raised and the Arabic *munshi* of the S. M. V. School, Vanchiyur, who was competent to teach Hindustani also, should be asked to coach up the students passing out of the Cantonment school in that language. The system should then be gradually extended throughout the State.

(5) Education among Muslim females was low in Travancore. There were together only three departmental and eight aided Muslim Girls' Schools in the State. Muslim girls did not generally resort to other Girls' Schools. More Muslim Girls' [illegible] should therefore be established and at least one such school opened every year. In connection [illegible] the member referred to the apathy of the Government in conservation of [illegible] Kattar and Changanachery for Muslim girls. The people of [illegible] ancient [illegible] though the people lot of ground for the purpose, but the people of be fixed, [illegible]ng images, flagstaff, etc. He requested that the construction of the Vernacular [illegible] also be taught in early. school was [illegible] teacher has [illegible] should be a [illegible]

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(6) All Muslim girls who had passed the Vernacular School Leaving or other examinations should be entertained in the Education Department at the earliest opportunity.

(7) Muslim candidates possessing the prescribed qualifications for teachers' posts were not being adequately encouraged in all sections of the Education D partment. The gradual decline in the number of Muslim candidates appearing for the Vernacular School Leaving Certificate and English School Leaving Certificate Examinations was mainly due to such discouragement. In view to give a greater impetus to education among Muslims, qualified Muslims should be accorded preferential treatment. Although a few Muslims were entertained in the Vernacular Section since the advent of Rao Sahib Mr. O. M. Cheriyan, not even a single Muslim applicant had been given a place in the English Section during the past three years.

The member next pointed out that the pay given to teachers in grant-in-aid schools was only Rs. 7½ per mensem for an ordinary teacher and Rs. 6 for an Arabic teacher in Boys' Schools and Rs. 5 in Girls' Schools.

The Mahomedan Inspector could not cope with the heavy work allotted to him. He had to inspect 160 departmental and aided schools giving Arabic instruction, besides doing propaganda work for increasing mass education among the Muslims. The work was rendered more difficult by the schools being widely scattered. The member therefore advocated the appointment of a second Inspector possessing a knowledge of Hindustani. Such an Inspector would be an absolute necessity especially when Hindustani came to be treated as a vernacular of the State. If a second Inspector could not be appointed, at least an assistant to the existing Inspector, in the cadre of the Second Grade Teachers, should be appointed.

DEWAN'S REPLY : Mr. Munavari, I must confess that it is with very great surprise that I now discover that the Arabic *munshis* do not possess a knowledge of *Urdu*. I thought the two languages always went hand in hand here as elsewhere in India. But since you now point out that that is not the case, I shall ask the Director to consider whether it is possible to accept your suggestions in that matter. No less surprised am I to find that there is no *Urdu* teacher in the Vanchiyur High School. Not merely is it necessary that Muslim boys should be given the opportunity of taking up Hindustani as their optional subject, but I think it is advisable that students of all communities should have the opportunity of learning Hindustani, because, without a knowledge of Hindustani, stay in other parts of India is extremely difficult and it will be well that the pupils in Trivandrum are given the chance of acquiring early in life a knowledge of the *lingua franca* of India.

It is a very hopeful sign to find that the Muslim community is at last waking up to the need for the better and more general education of their girls. So far, the Government have encouraged that movement by affording generous aid in the matter of scholarships. I find that Muslim girls in Vernacular Schools are wholly exempted from payment of fees and are given the same concession as Muslim boys. All Muslim girls attending English Schools are educated free and are given a spe by scholarship of Rs. 3 in Middle Schools; Rs. 5 is given to all Muslim girls attend English High Schools; Rs. 10 to those attending the Intermediate classes and Rs. of to those attending the B. A. Pass or Honours classes. I hope it will be possible uld more of your girls to avail themselves of these scholarships because there is no lin to the number.

In regard to Girls' Schools, the difficulty is that the Muslim community es so dispersed all over the country that it may be difficult to find enough numbers ur one centre to render a single Muslim School possible ; but wherever that is possib every step will be taken in that direction.

As regards the Hindustani school in the Cantonment ector to consider the it is worth while maintaining it in its present co or else the other schools in Trivandrum sho you put forward that a fund should draw the boys of this school to them by i overnment from which scholarships vernacular subjects. mmunity to attain higher education Public Instruction on behalf of your

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